

**Ashoka Education Foundation's**  
**Ashoka International Centre for Educational Studies and Research, Nashik.**  
**NAAC Accredited | ISO9001:2015 Certified | Minority Institution**  
**Affiliated to SNDT Women's University, Mumbai, Recognized by NCTE and Government of**  
**Maharashtra**

**OBJECTIVES OF B.ED. PROGRAM**

After completion of the B.Ed. program, the student teacher will be able to-

1. acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
2. apply knowledge of various aspects of development of learner for planning learning experiences
3. develop skills regarding various role of teacher in facilitating learning
4. develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
5. apply constructivist and cooperative learning principles for teaching-learning process
6. analyze contexts and the relationship between school curriculum, policy and learning
7. apply knowledge of the cultures, policies and practices that need to create an inclusive school
8. use information and communication technology for enhancing learning-teaching process
9. use drama and art for development of personality of learners
10. relate knowledge about gender, school and society with learning
11. acquire basic understanding about new trends in education
12. develop professional attitude towards teaching

**PROGRAM OUTCOMES**

B. Ed. Program aims at preparing professionally trained teachers. The program will develop teachers who have knowledge on socio and psychological perspectives of the learner, pedagogical knowhow and skills for effective teaching learning process. It aims at building requisite attitude and values of teaching profession among its students. The program outcomes can be listed as:

- To develop teachers with the knowledge on socio and psycho perspectives of learner, expertise on curricular and pedagogical concerns of the learner.
- To develop teachers who are professionally equipped with skills and competencies for changing technological needs and global concerns
- To build the right attitude, values needed for teaching profession.

**PROGRAMME SPECIFIC OUTCOME:**

The B Ed. Program is a professional course. The B.Ed. curriculum facilitates all round development of pupil teachers. The specific program outcomes can be listed as follows:

- To develop critical thinking among pupil teachers on psychological, social and philosophical perspectives so that they can build future citizens with critical and scientific mind.
- To develop social awareness and skills in pupil teachers who can be leaders and agents of social change and transformation in society.

- To develop scientific temperament and ICT knowhow in pupil teachers for changing technological challenges and globalization demands.
- To develop humanitarian values and ethics who can shape future generations with competencies as well as values.

## **COURSE OUTCOMES**

### **Perspectives in Education**

#### **Course 1: Childhood and Growing Up**

##### **Module 1: Learner as a Developing Individual**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept and stages of growth and development
- bring out relationship between development and environmental factors
- elaborate developmentally appropriate learning opportunities based on brain research
- explain relationship of development with learning
- organize activities according to different roles of learner

##### **Module 2: Dimensions of development**

**Objectives:** After learning this module the student teacher will be able to-

- explain physical, social, cognitive and moral development during later childhood and adolescence.
- explain views of Piaget, Vygotsky on cognitive development
- compare development during psychosocial stages given by Erickson
- explain views of Kohlberg on moral development
- organize appropriate programs for development during later childhood and adolescence

##### **Module 3: Catering to the differences in development**

**Objectives:** After learning this module the student teacher will be able to -

- explain individual differences within and among the learners
- relate socio-cultural characteristics with individual differences
- cater to individual differences regarding multiple intelligences and emotional intelligence
- design educational experiences for differently able learners

##### **Module 4: Learner characteristics and roles related to Learning**

**Objectives:** After learning this module the student teacher will be able to -

- design learning experiences for development of personality
- explain concept of adjustment and causes of maladjustment
- suggest ways to help learners with problems of adjustment
- explain implications of various learner characteristics affecting learning

## ***Course 2: Contemporary India and Education***

### ***Module 1: Implementing System of Education to reform Society***

***Objectives:*** After learning this module the student teacher will be able to -

- *comprehend the clear picture of present Indian society*
- *understand the current problems in Indian Society.*
- *understand and express the role of a teacher and education in the social reformation.*
- *understand the importance of social values and their inculcation through education*

### ***Module 2: Understanding System of Education with Philosophical Perspectives***

***Objectives:*** After learning this module the student teacher will be able to -

- *understand the basic concept of education and its process*
- *think critically regarding the aspects of education as a system and their interrelationship*
- *think and express the philosophical perspectives of education*
- *understand the role philosophy in realizing the goals and objectives of education.*
- *understand the thoughts of educational thinkers*
- *develop one's own philosophical approach regarding education*

### ***Module 3: Understanding System of Education with Social Perspectives***

***Objectives:*** After learning this module the student teacher will be able to -

- *understand different concepts from educational sociology*
- *understand the relevance of democracy with education*
- *comprehend the importance of national integration and international understanding*
- *understand the idea of multiculturalism and its significance in education*
- *understand the importance of the goals of education as incorporated in Indian constitution*

### ***Module 4: Contemporary Indian Schooling: Concerns and Issues***

***Objectives:*** After learning this module the student teacher will be able to -

- *understand the role of Universalization of School Education*
- *understand the Idea of 'common school' system*
- *understand Equality of Educational Opportunity*
- *understand the differential quality in schooling: Variations in school quality*
- *understand the Right to Education Bill*

### **Course 3: Critical Understanding of ICT**

**Objectives:** *The student teacher will be able to-*

- describe the changing pattern of education due to ICT.
- explain the challenges in integrating ICT in school education
- explain the software and its uses in Education
- apply the ICT strategies in Teaching Learning process

#### **Module 1: Understanding and Executing ICT Education**

**Objectives:** *After learning this module the student teacher will be able to-*

- explain the Technological revolution & its impact on society.
- state the development of Educational technology.
- elaborate the concept, importance, meaning & nature of ICT.
- explain the Need of Information & Communication Technology.
- describe the changing pattern of education due to ICT.
- explain the challenges in integrating ICT in school education.
- use of the online facilities available for Communication

#### **Module - 2: Understanding ICT in Education**

**Objectives:** *After learning this module the student teacher will be able to*

- explain the meaning and characteristics of Computer.
- operate various hardware devices.
- explain the software and its uses in Education.

#### **Module 3: Applying ICT to Enhance Teaching Learning Process & Evaluation**

**Objectives:** *After learning this module the student teacher will be able to -*

- analyze the teaching-learning as a communication process.
- apply the ICT strategies in Teaching Learning process.
- use of ICT in Teaching Learning
- explain the concept, need & uses of internet and intranet
- explain the advantage and disadvantage of social networking

#### **Module 4: ICT & Changing Roles of Teacher (15)**

**Objectives:** *After learning this module the student teacher will be able to-*

- explain the role of teacher and student in teaching, evaluation, educational management, Classroom Environment & Infrastructure
- comply with the changing role of teacher due to ICT

## ***Course 5 Learning and Teaching***

### ***Module 1: Concept of learning and Teaching***

***Objectives:*** After learning this module the student teacher will be able to -

- *explain concept of learning*
- *explain types of knowledge and processes of knowing*
- *elaborate stages of teaching*
- *develop insight into various roles of a teacher*

### ***Module 2: Various views on human learning***

***Objectives:*** After learning this module the student teacher will be able to -

- *compare various views on human learning*
- *consider various roles of learner and teacher for planning of various learning situations*

### ***Module 3: Various ways to facilitate learning***

***Objectives:*** After learning this module the student teacher will be able to-

- *elaborate principles of constructivist and cooperative learning-teaching*
- *assisting learners to think inductively*
- *assisting learners to attainment concepts*
- *assisting learners to organize/ structure information logically*
- *assisting learners to empathize with others*
- *use simulations and games*
- *promote learning in groups*

### ***Module 4: Designing teaching to develop higher mental processes***

***Objectives:*** The student teacher will be able to-

- *facilitate information processing.*
- *organize learning experiences to develop reasoning and problem solving*
- *develop self learning skills*
- *plan for developing Creative thinking*
- *apply psychological principles for obtaining positive transfer of learning*

## ***Course 6: Assessment for Learning***

### ***Module 1: Assessment and Evaluation***

***Objectives-*** After learning this module the student teachers will be able to-

- *use assessment in constructivist paradigm for various purposes*
- *gain critical understanding of issues in evaluation practices*
- *become aware of key concepts such as, measurement, evaluation, test, examination, formative and summative assessment*
- *construct and use appropriate tools of evaluation*

### ***Module 2: Examination Reform Efforts***

***Objectives:*** After learning this module the student teachers will be able to-

- *critically analyze various examination reforms in India*
- *give suggestions for improving quality of questions in exam papers*
- *use ICT in examination*

### ***Module 3: Data Analysis, Feedback and Reporting***

***Objectives:*** After learning this module the student teachers will be able to-

- *analyze and interpret data for drawing inferences*
- *use various types of feedback for improving learning*
- *develop and maintain a comprehensive and consolidated learner profile*

### ***Module 4: Examination System and School-based Assessment***

***Objectives:*** After learning this module the student teachers will be able to-

- *Critically analyze impact of the prevailing examination system*
- *Evaluate impact of examination-driven schooling*
- *Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view*

## Course 8: Knowledge and Curriculum

### Objectives:

- Describe epistemological bases of modern child centered education
- Justify changes in education due to advancement in ICT and educational psychology.
- Relate constitutional values with education.
- Explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
- Describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau

### Module 1: Epistemological bases of education

**Objectives:** After learning this module the student teacher will be able to-

- explain the Concept of Epistemology.
- elaborate the types and process of generating knowledge.
- differentiate ‘\_knowledge’ and ‘\_skill’, ‘\_teaching’ and ‘\_training’, ‘\_knowledge’ and ‘\_information’, and ‘\_reason’ and ‘\_belief’.
- describe epistemological bases of modern child centered education
- locate references regarding learner as a knowledge generator

### Module 2: Social bases of education

**Objectives:** After learning this module the student teacher will be able to-

- explain the Concept, meaning and nature of knowledge centered society.
- explain the Concept of culture and modernity.
- relate constitutional values with education.
- explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
- justify changes in education due to advancement in ICT and educational psychology.

### Module 3: Concept of curriculum

**Objectives:** After learning this module the student teacher will be able to-

- explain the concept of curriculum.
- distinguish hidden and enacted curriculum.
- explain various dimension of curriculum.
- compare between curriculum, syllabus and textbook.
- use different approaches of curriculum development
- elaborate process of curriculum development.
- describe the role of NCERT, SCERT, SSC/ CBSC /ICSE Boards and Text book Bureau
- explain the determinants of curriculum development

### Module 4: Curriculum implementation and renewal

**Objectives:** After learning this module the student teacher will be able to-

- explain teacher’s role in curriculum transaction.
- select and develop the proper learning resources.
- elaborate the process of curriculum evaluation and renewal.



## Course 9: Creating an Inclusive School

### Objectives

- Become aware of legal provisions and policies about inclusive education in India
- Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability
- Orient parents and peer group for support
- Use cooperative learning strategies in class
- Collaborate with support teachers
- Apply learner friendly evaluation process

### Module 1: Concept and policy perspectives of Inclusive education

**Objectives:** On completion of the module the student teachers will be able to –

- explain the development of concept of inclusive education
- compare the terms impairment, disability and Handicap
- explain principles and scope of inclusive education
- become aware of legal provisions and policies about inclusive education in India

### Module 2: Understanding diversities and defining special needs

**Objectives:** On completion of the module the student teachers will be able to –

- explain causes characteristics and special needs of children with physical diversity
- explain causes characteristics and special needs of children with mental diversity
- explain causes characteristics and special needs of children with learning disabilities
- explain causes characteristics and special needs of children with Socio-economic-cultural and emotional diversity

### Module 3: Making school ready for inclusion

**Objectives:** On completion of the module the student teachers will be able to –

- describe infrastructural changes required for inclusion of diverse students
- explain support services for inclusive education
- maintain records in inclusive set up
- explain application of technology in inclusive education
- involve community resources as a support
- orient parents and peer group for support

### Module 4: Inclusive practices in classrooms for all

**Objectives:** On completion of the module the student teachers will be able to –

- explain the procedure of pre-assessment development
- develop individual education plan to cater special needs of students
- use cooperative learning strategies in class
- collaborate with support teachers
- apply learner friendly evaluation process

## ***Course 10: Language across Curriculum***

### ***Module 1: The Nature and Characteristics of Language***

***Objectives:*** After learning this module student teacher will be able to-

- *Discuss basic nature and characteristics of language*
- *Explain importance of phonetics of language*
- *Elaborate relationship of language with society, culture, literature*
- *Explain the significance of basic principle of linguistics*

### ***Module 2: Acquisition of Language***

***Objectives:*** After learning this module student teacher will be able to-

- *Explain the process of acquisition of language and stages of acquisition of knowledge*
- *Apply the theoretical principles of Dewey, Piaget, Vygotsky, Chomsky in teaching-learning transaction*
- *Explain functions of brain in language acquisition*
- *Discuss place and importance of mother tongue, verbal intelligence*
- *Explain the place of language in personality development*
- *Discuss the impact of ICT on language and English on mother tongue*

### ***Module 3: Place and Importance of Language in School Curriculum***

***Objectives:*** After learning this module student teacher will be able to-

- *explain the place of language and centrality of language in school curriculum*
- *discuss the Constitutional provisions and policies*
- *describe importance of language in every subject education*
- *explain the correlation of language with other subjects*
- *discuss the Issue of medium of instruction and Semi English medium for Science*

### ***Module 4: Enriching Language Proficiency***

***Objectives:*** After learning this module student teacher will be able to-

- *apply various methods of teaching in transaction of content*
- *explain the importance of four basic skills*
- *apply different techniques to enhance teaching learning transaction of language*
- *discuss various ways of enriching vocabulary*
- *explain functional purposes of learning language*
- *explain the characteristics of language teacher*
- *appreciate the language*

## **Core Course 11: Gender, School and Society**

### **Course Objectives:**

- Describe issues concerned with women
- Suggest remedial measures to overcome constraints to education of women
- Understand various social reform movements in India with respect to women
- Design learning experiences for gender sensitization and women empowerment
- Organize training and counseling for various personnel regarding gender equality and women empowerment

### **Module 1: Concept of Gender, Gender Issues and Concerned Recommendations**

**Objectives:** After learning this module the student teacher will be able to-

- explain concepts of gender, sex, feminism and gender bias
- describe issues concerned with women
- explain recommendations of various commissions and Abhiyan regarding women education

### **Module 2: Constraints in Women Education and Empowerment**

**Objectives:** After learning this module the student teacher will be able to-

- explain constraints in the socio-political system regarding women empowerment
- explain constraints to education of Women in India
- suggest remedial measures to overcome constraints

### **Module 3: Dimensions and Movements for Women Empowerment (Credit: 1, hours: 15, Marks:25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept and dimensions of women empowerment
- become aware about various social reform movements in India with respect to women
- explain relevance of provisions in constitution for gender equality

### **Module 4: Education for Gender Equality and Women Empowerment**

**Objectives:** After learning this module the student teacher will be able to-

- explain role of school in gender equality and women empowerment
- analyze and develop school curriculum with gender equality perspective
- design learning experiences for gender sensitization and women empowerment
- organize training and counseling for various personnel regarding gender equality and women empowerment
- develop oneself to become change agent

## **Optional course 12: Peace Education**

**Course Objectives:** the student teachers will be able to-

- discuss the philosophical, sociological basis of peace education
- explain the need for peace education
- discuss the role of family, community, media and school in peace education
- describe qualities of peace educator
- acquire essential qualities as a peace educator

### **Module 1: Understanding peace and peace education**

**Objectives:** On completion of the module the student teachers will be able to-

- Elaborate concept of peace and peace education
- Discuss the philosophical, sociological basis of peace education
- Elaborate constitutional values and provisions promoting peace
- Explain historical background of peace education
- Discuss recommendations of peace education in NCF 2005

### **Module 2: Need for Peace Education**

**Objectives:** On completion of the module the student teachers will be able to-

- elaborate the nature and types of conflicts in the world and in India
- explain the consequences of conflicts
- explain the need for peace education

### **Module 3: Organizational Efforts for Peace Education**

**Objectives:** On completion of the module the student teachers will be able to-

- elaborate efforts of International and National Organizations in establishing peace
- explain role of non-aligned movement and campaign for nuclear disarmament in establishing peace
- explain role of family, community, media and school in peace education
- describe qualities of peace educator

### **Module 4: Inculcating Peace through Education**

**Objectives:** On completion of the module the student teachers will be able to-

- Organize activities for developing understanding of peace education in school students
- Develop *self-awareness* of students
- Get acquainted with techniques of making connections
- Provide opportunity to students to apply knowledge
- Inculcate core elements given by NPE (1986) Develop learning experience for promoting peace
- Acquire essential qualities as a peace educator

## Optional course 12: Guidance and Counseling

**Course Objectives:** the student teachers will be able to-

- discuss the tools for information collection for guidance
- describe role of a school and teacher in guidance
- describe types and process of counseling
- locate issues of adolescents requiring counseling

### **Module 1: Concept, Meaning and Process of Guidance**

**Objectives:** On completion of this module the student teachers will be able to-

- elaborate the concept, need & Scope of Guidance
- explain the basic principles and process of guidance
- discuss the foundations of guidance, type of Guidance
- discuss the tools for information collection for guidance
- describe role of a school and teacher in guidance
- discuss qualities ,skills and ethics of counselor

### **Module 2: Concept, Meaning and Process of Counseling**

**Objective:** On completion of this module the student teachers will be able to-

- discuss the concept, need, importance, functions & Scope of counseling
- differentiate between guidance and counseling
- describe types and process of counseling
- locate issues of adolescents requiring counseling

### **Module 3: Role of Counselor in school setting**

**Objectives:** On completion of this module the student teachers will be able to-

- discuss qualities ,skills and ethics of counselor
- explain the role of counselor & importance of career counseling
- consider various factors in counseling

### **Module 4: Guidance for Career information**

**Objective:** On completion of this module the student teachers will be able to-

- elaborate the meaning, need, importance and sources of career information
- discuss the data gathering techniques for career
- describe the concept of occupational information

## **Optional course 12: Sustainable Development**

**Course Objectives:** the student teachers will be able to-

- relate human development with nature
- narrates programs for sustainable development by Government and NGOs
- relate energy crisis with depletion of natural resources
- suggest various ways and means for sustainable development
- implement various curricular and co-curricular activities for sustainable development

### **Module 1: Concept of Sustainable Development**

**Objectives:** On completion of this module the student teachers will be able to-

- explain the concept of Sustainable Development
- elaborate the concepts of ecosystem and ecological balance
- explain origin of the concept of sustainable development
- compare the concepts of sustainability in various fields
- relate human development with nature
- narrates programs for sustainable development by Government and NGOs

### **Module 2: Need of Sustainable Development**

**Objectives:** On completion of this module the student teachers will be able to-

- explain types of natural resources and their relationship with human development
- relate energy crisis with depletion of natural resources
- describe types, causes and impact of pollution
- explain the need of Sustainable Development
- realize the importance of conservation of ecosystem

### **Module 3: Achieving Sustainable Development**

**Objectives:** On completion of this module the student teachers will be able to-

- explain the principles of sustainable development
- describe the indicators of sustainable development
- suggest various ways and means for sustainable development
- show positive attitude towards energy conservation
- get acquainted with the concepts like Intelligent urbanism, Eco friendly architecture

### **Module 4: Education for Sustainable Development**

**Objectives:** On completion of this module the student teachers will be able to-

- explain the views regarding sustainable development in NCF 2005
  - discuss the need of citizenship for sustainable development
  - implement various curricular and co-curricular activities for sustainable development
1. sustainable development (3)

## **Optional course 12: Human Rights Education**

**Course Objectives:** The student teachers will be able to-

- elaborate the Universal declaration of human rights
- Develop various teaching strategies for human rights education.
- evaluate the role of educational institutions and NGO'S in human right education
- Explain the issues and challenges of RTE.

### **Module 1: Understanding Human Rights**

**Objectives:** After learning this module the student teachers will be able to-

- explain origins of Human rights
- elaborate the Historical context of Human Rights
- explain the Concept of Human Rights
- explain the Need and Importance of human right in Contemporary context
- compare various types of human rights

### **Module: 2 Understanding Human Rights education**

**Objectives:** After learning this module the student teacher will be able to-

- explain the concept of Human rights education.
- elaborate the aims and objectives of human rights education
- evaluate the human rights education at secondary and higher secondary levels
- use Constructivist and Interdisciplinary approach
- develop various teaching strategies for human rights education.
- to evaluate the role of educational institutions and NGO'S in human right education

### **Module: 3 *Understanding Right to Education***

**Objectives:** After learning this module the student teacher will be able to-

- Explain the nature of RTE.
- Elaborate the objectives and features of RTE.
- Elaborate the provisions of RTE.
- Create teaching and evaluation strategies for RTE
- Explain duties and responsibilities of school and teachers
- Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

### **Module: 4 Organizational efforts towards RTE**

**Objectives:** After learning this module the student teacher will be able to-

- evaluate the efforts of various organization
- Elaborate the role of management committee and supervisory authorities.
- Explain the issues and challenges of RTE.

### **Course 3 : Subject Education -English Language Education**

#### **Module 1: Understanding Curriculum and Aims of teaching English Language**

**Objectives:** After learning this module the student teacher will be able to ----

- explain the nature and structure of English Language
- express the importance of English Language as a means of communication.
- develop insight into major concepts, principles, perceptives and features of English Language at school level
- analyze features and principles of curriculum development of English Language

#### **Module 2: Planning of teaching English Language**

**Objectives:** After learning this module the student teacher will be able to ---

- understand the aims of English Language Education at school level
- plan for developing four Basic Skills of English Language through English teaching
- write instructional objectives of teaching of a topic
- establish correlation of English with other school subjects and life situations
- design learning experiences for achieving various objectives of English learning

#### **Module 3: Facilitating learning of English Language**

**Objectives:** After learning this module the student teacher will be able to ---

- understand pedagogical shift in teaching of English Language
- use various methods and models of teaching in teaching of English Language
- facilitate self learning of English
- promote cooperative learning in learning of English

#### **Module 4: Evaluating student-learning and Professional Growth of teachers**

**Objectives:** After learning this module the student teacher will be able to ---

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in English Language Education
- construct various tools for formative and summative evaluation in English Language Education
- understand importance of and ways to develop professionally as a good English teacher
- plan for an action research related to English Language Education



### Course 3 : Subject Education -Hindi Language Education

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### Course 3: Subject Education -Mathematics Education

#### Module 1: Understanding Curriculum and Aims of Mathematics

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of Mathematics
- state the aims of Mathematics education
- plan for imbining values through Mathematics teaching
- elaborate on skills, competencies and commitment required for becoming a mathematicsteacher
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Mathematics in the light of NCF 2005 and principles of curriculum development
- establish correlation of Mathematics with other subjects

#### Module 2: Planning of teaching Mathematics

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Mathematics at school level
- design and implement co-curricular activities for Mathematics learning

#### Module 3: Facilitating learning of Mathematics

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching Mathematics
- promote construction of knowledge
- facilitate self learning of Mathematics
- promote cooperative learning
- use various learning resources

#### Module 4: Evaluating student-learning and Professional growth of teacher

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- construct the test items (open-ended and structured) in Mathematics for administration of tests to the learners
- construct various tools for formative and summative evaluation in Mathematics
- suggest various activities for teachers to develop professionally
- plan for an action research
- organize various social activities for development of mathematical attitude andpopularizing

Mathematics education

## **Course 7: Subject Education - Geography Education**

### **Module 1: Understanding Curriculum, Nature and Aims of Geography**

**Objectives:** After learning this module the student teacher will be able to-

- explain the meaning, definition, nature and structure of Geography
- understand the aims of Geography education
- plan for imbuing values through Geography teaching
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Geography in the light of NCF 2005 and principles of curriculum development
- establish correlation of Geography with other subjects

### **Module 2: Planning of teaching Geography**

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Geography at school level
- design co-curricular activities for Geography

### **Module 3: Facilitating learning of Geography**

**Objectives:** After learning this module the student teacher will be able to-

- understand Psychology of learning & teaching of constructivism in Geography
- use various methods and models of teaching
- facilitate self learning of Geography
- promote cooperative learning
- use various learning resources

### **Module 4: Evaluating student-learning and Professional growth of teacher**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in Geography
- construct various tools for formative and summative evaluation in Geography
- understand importance and ways to develop professionally
- plan for an action research

## **Course 7: Subject Education - History Education**

### **Module 1: Understanding Curriculum and Aims of History and Political Science Education**

**Objectives:** After learning this module the student teacher will be able to-

- Elaborate the nature and the structure of History and political Science Education
- Explain aims of History teaching.
- Plan for imbuing values through history and political science
- Explain changing concept of History and political Science Education teaching
- Write instructional objectives of teaching of a topic.
- Analyze features of existing curriculum of History and politics Education in the light of NCF 2005 and principles of curriculum development History and Political Science Education at secondary school level
- Understanding and explain Constitutional Vision for a Democratic India The making of the Constitution of India

Establish correlation of History with other school subjects and life situations.

### **Module 2: Planning of Teaching History and Political Education**

**Objectives:** After learning this module the student teacher will be able to-

- plan for teaching major concepts, principles of History and Political Science Education at school level
- explain importance and characteristics of planning teaching –learning of history
- design co-curricular activities for History and Political Science Education at school level

### **Module 3: Facilitating learning of history education**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models
- facilitating learners for self-study
- using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches
- using learning resources for history & political science Education

### **Module 4: Evaluating Student learning and professional growth of teacher**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in history and politics education

- construct various tools for formative and summative evaluation in history and politics education
- understand importance and ways to develop professionally
- plan for an action research

## **Course 7: Subject Education - Science and Technology Education**

### **Module 1: Understanding Curriculum and Aims of Science and Technology**

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of science
- understand the aims of Science education
- plan for imbuing values through Science teaching
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Science and Technology in the light of NCF 2005 and principles of curriculum development
- establish correlation of Science with other subjects

### **Module 2: Planning of teaching Science and Technology**

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Science and Technology at school level
- design co-curricular activities for Science learning

### **Module 3: Facilitating learning of Science and Technology**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching
- promote construction of knowledge
- facilitate self learning of Science
- promote cooperative learning
- use various learning resources

### **Module 4: Evaluating student-learning and Professional growth of teacher**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in Science and Technology
- construct various tools for formative and summative evaluation in Science and Technology
- understand importance and ways to develop professionally
- plan for an action research

## Enhancing Professional Capacities

### **EPC 1: Skill Development Program**

- *To modify student teachers behavior as per the specified objectives.*
- *To lessen the complexities that exist in micro classes*
- *To develop confidence in student-teachers with adequate motivation*
- *To practice teaching in a short duration of time*
- *To identify the deficiencies of the student teachers*
- *To give immediate feedback to enable them to modify their teaching behaviour*
- *To enable the student teacher to integrate various skills.*
- *To encourage researchers identify new teaching skills and develop new teaching-training programmes*

### **EPC 2: Teaching-learning Competency**

#### **I - Reading and Reflecting on Text**

##### **1. Reading for comprehension and answering questions Objectives:**

The student teacher will be able-

- to understand how to read for comprehension
- to write answers correctly based on the text
- to describe their own point of view.

##### **2. Watching media/ Observation of a web site and preparation of summary Objectives:**

The student teacher will be able-

- To use media/internet.
- To summarize respective content
- To express the summary orally in the group.

##### **3. Reading text and Participation in group discussions Objectives:**

The student teacher will be able-

- to comprehend the theme/issue
- to express their own point of view in group
- to summarize the discussion

##### **4. Searching material and Presentation before a group Objectives:**

The student teacher will be able-

- to search relevant material from various sources
- to summarize respective content
- to present the summary in the group.

##### **5. Reading and Reflecting**

**Objectives:** The student teacher will be able-

- to summarize respective content
- to give critical comments/reflective thoughts

- to relate own experiences with the content

## **II -Preparation for constructivist teaching-learning**

- 1. Promoting interactions:** The student teacher has to plan and conduct a lesson using interactions between student-teacher, student-student and student-media/material on the topic relevant to the subject.
  - Introduction by teacher
  - Scope for teacher-student interaction using questions/demonstrations
  - Scope for student-student interactions using activity sheets/pair andshare/games/simulations/ role play
  - Use of Media/material to promote interactions
- 2. Conducting group discussion/group problem solving:** The student teacher has to plan and conduct a discussion/problem solving on the topic relevant to the subject.
  - Introduction by teacher
  - Making groups and assigning topics for discussion/problem solving, assigning roles to the students
  - Supervision during discussion/problem solving
  - Presentations by students
  - Summarizing points discussed and Concluding remarks by teacher
- 3. Providing scope for self expression and thinking:** The student teacher has to select a suitable topic, plan and conduct lesson using higher order questioning/ use of concept attainment model/ Use of inductive thinking model/ inquiry training model /activity of categorizing, problem solving/ brain storming And/ or providing opportunity for preparing slogans/poems/posters/writing stories or narrations/ participating in role plays
  - Introduction by teacher
  - Assigning topics for brain storming/preparing slogans/poems/posters/writing stories or narrations/ participating in role plays OR providing examples for concept attainment/inductive thinking OR presenting discrepant event for inquiry
  - discussion/problem solving, assigning roles to the students
  - Presentations by students
  - Summarizing points discussed and Concluding remarks by teacher
- 4. Promoting self learning:** The student teacher has to prepare/select self learning material under the guidance of teacher educator. The student teacher has to promote self learning through use of printed self learning material/reading passages in textbook with set of questions/slide presentation/activity sheets/conducting experiments /completing worksheet with the help of observation of pictures, specimens, charts, maps etc
  - Brief introduction and assignment of activity and material required by student teacher
  - Self learning by students with the help of printed self learning material/ slide presentation/activity sheets/ conducting experiments /observation of pictures, specimens, charts, maps etc./reading passages in textbook with set of questions
  - Quick feedback about comprehension through quiz/questions/activity sheet/concept mapping by

students

**5. Facilitating understanding:** The student teacher has to make efforts to facilitate understanding of new/complex content through Explanation/Demonstration/ presenting audio-visual aids.

- Brief introduction
- Explanation through examples/Conducting demonstration/explanation through audio-visual aids
- Quick checking of understanding through activity sheet/quiz/questions/concept maps

### **EPC 3: Learning to use Computer in Education (Computer Project)**

#### **Practical No 1: Review of an Educational Website (Marks 15)**

**Objectives:** After completing this practical the student teacher will be able to-

- explore educational web resources
- decide authenticity of the information given on website
- analyze various categories and section given on website
- present analytical view points with regards to information provided on websites

#### **Practical No 2: Preparation of Multimedia Presentation**

**Objectives:** After completing this practical the student teacher will be able to-

- Prepare multimedia presentation.
- Organize and analyze information for multimedia presentation.
- Select appropriate Media for effective transaction of information.
- Prepare multimedia presentation by considering learning styles of learners.

#### **Practical No 3: Reflection on OER**

**Objectives:** After completing this practical the student teacher will be able to-

- search different Open Educational Resources (OER).
- categories various Open Educational Resources.
- access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.
- reflect on any one OER

### **EPC 4 Research Project**

- Research Project aims to develop a research attitude among the students.
- By adopting scientific procedure students will be able to find out solution to the various educational problems.
- Moreover it will provide a background for the further in-depth.

### **EPC 5: Understanding the Self**

**Objectives:** On completion on this practical student teacher will be able to-

- Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach.



- Develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- Develop a holistic and integrated understanding of the human self and personality.
- Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- Explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humor, creative movement, aesthetic representations, etc.
- Enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings.
- Appreciate the philosophy of yoga and its role in well-being.
- practice of yoga in different contexts.

### **EPC 6: Drama and Art in Education**

**Objectives:** On completion of the course the student teachers will be able to-

- prepare script for dramatization and present involving school students
- watch and appreciate movie/video program/drama
- participate in a street play/ skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies
- organize an exhibition on a theme

### **EPC 7: Preparation and submission of a portfolio**

**Objectives:** On completion of the module the student teachers will be able to-

- organize ideas, thoughts and evidences systematically
- express ideas and thoughts about various aspects of education
- reflect on experiences obtained during the B.Ed. program

### **EWF : Engagement With The Field-EWF-1, EWF-2 and EWF-3**

#### **Practice Teaching and Internship-**

1. To provide an opportunity of evaluating the students potentials as a teacher and suitability for the teaching profession.
2. To provide the future teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control.
3. To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication of learning.
4. To enable the student teachers effectively plan and prepare lessons.
5. To develop skills in the use of fundamental procedures, techniques and method of teaching.
6. To enable students acquire desirable characteristics/traits of a teacher and display appropriate behavior.
7. To develop desirable professional; interest, attitudes and ideas relative to teaching profession.
8. To provide student-teacher with opportunity to have teaching evaluation and to gain from constructive criticism.
9. To provide an opportunity for self-evaluation and to discover one's strength and weakness.

10. To develop skill in future teachers related to teaching like fluent speaking, meaningful reading, using the board and other teaching materials